

Wayland Mission Statement

Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success, and service to God and humankind.

Contact Information

Course: HIST 3379x Section VC 01 – Great Plains Indians

Campus: WBUonline

Term/Session: Summer 2022

Instructor: Doctor James Powell

WBU Email Address: The REQUIRED E-Mail for Course Communication is through the Blackboard Course Webpage using the *Course E-Mail* Link located on the Left-Hand Menu Tool Bar. Prior to the Course Webpage opening, however, you may contact me at: james.powell@wayland.wbu.edu---but this is only used prior to the course starting.

Office Hours, Building, and Location: Doctor Powell checks the Bb Course E-Mail daily and will respond to any E-Mail within 48-72 hours.

Class Meeting Time and Location: WBUonline -- Students should purchase textbooks and receive them prior to the first day of class if the textbooks are not available via Wayland's Automatic eBook program. In addition, students need to log-in, on or before, the first day of class through the [WBUonline Campus \(https://wbu.blackboard.com/\)](https://wbu.blackboard.com/). This process will activate their Account within Blackboard in preparation for the First Day of Class. This class is conducted completely online and does NOT require proctors for exams. All Graded Quizzes and Assignments are submitted online through the course website. (See more details under "Attendance" requirements.)

Textbook Information

Required Textbook(s) and/or Required Materials:

Anderson, Gary C. *Sitting Bull & the Paradox of Lakota Nationhood*, 2006, Pearson. ISBN 9780321421920. (Paperback)

Carlson, Paul H. *The Plains Indians*, 1998, Texas A&M University Press. ISBN: 9780890968178 (Paperback)

Additional Reading will be embedded in the Blackboard hosting program, while other material will be listed for you to seek using various tools such as JSTOR or visiting a particular web address provided by me. These readings will enhance the broad sweep of coverage found in the book by Paul Carlson which covers the Plains Indian story in sweeping fashion, while Gary Anderson's work on Sitting Bull focuses on the tragic events of the Lakota Sioux and the Black Hills. The extended readings offer you a more in-depth analysis of some key themes, events, or individuals the textbooks address only superficially. Do not panic, these additional assignments are not lengthy, and dovetail easily into the concepts being

studied at the time they are posted for you to read. Their main purpose is to help you develop a more complete understanding of the subjects we are studying thus allowing you to produce better test answers, Discussion posts, and the Reflection Essay at the end of the course.

Strongly Suggested Supporting Textbook for writing history at the University level: Turabian, Kate L., *A Manual for Writers of Research Papers, Theses, and Dissertations*, 9th edition, University of Chicago Press: 2018. ISBN: 9780226430577

Course Information

Catalog Description: Topical Study: Great Plains Indians

There is no prerequisite for this course

Course Outcome Competencies: Upon completion of this course, students will:

- Describe the major story of the evolution of the Plains Indian culture, with special emphasis upon the period following the mass migration westward beginning in 1840 which led to serious military and political conflict between Plains Tribal leaders and the US Government during the last half of the 19th Century.
- Analyze and account for differences in the various major tribes of the Great Plains, which were divided roughly on an east-west axis along the Missouri River from its junction with the Mississippi, across the Plains, over the Rockies at their lowest point, and ending at the Pacific Ocean near the mouth of the massive Columbia River.
- Show how and why the tribes, particularly the mighty Sioux living along and north of the Missouri River handled the confrontation with the United States differently than Indians such as the Arapaho, Kiowa, Comanche, and Apache did to the south of the Missouri in what became very rapidly, cattle country in the post-Civil War years. The southern Plains tribes faced challenges quite different than those of the Upper Plains Indians whose lands were being sought after by not just cattlemen, but railroads, miners, and migrants along what started as the Oregon Trail but soon became a major highway for commerce as well as people.
- Describe why the life of one man, the Lakota Sioux Chief Sitting Bull is so often used to illustrate what happened to the Plains Indians as a whole, and how his views clashed with some other tribal elders who chose to follow the orders of the Federal Government and move onto Reservation lands which could not support the tribes with food or their other life needs.

Attendance Requirements

WBUonline

Students are expected to participate in all required instructional activities in their courses. Online courses are no different in this regard; however, participation must be defined in a different manner. Student “attendance” in an online course is defined as active participation in the course as described in the course syllabus. Instructors in online courses are responsible for providing students with clear instructions for how they are required to participate in the course. Additionally, instructors are responsible for incorporating specific instructional activities within their course and will, at a minimum, have weekly mechanisms for documenting student participation. These mechanisms may include, but

are not limited to, participating in a weekly discussion board, submitting/completing assignments in Blackboard, or communicating with the instructor. Students aware of necessary absences must inform the professor with as much advance notice as possible in order to make appropriate arrangements. Any student absent 25 percent or more of the online course, i.e., non-participatory during 2 or more weeks of an 8-week session, may receive an F for that course. Instructors may also file a Report of Unsatisfactory Progress for students with excessive non-participation. Any student who has not actively participated in an online class prior to the census date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the course syllabus. Additional attendance and participation policies for each course, as defined by the instructor in the course syllabus, are considered a part of the university’s attendance policy.

PLEASE PAY SPECIAL ATTENTION TO THIS PART!!! Any student who has not actively participated in an online class prior to the Census Date for any given session is considered a “no-show” and will be administratively withdrawn from the class without record. To be counted as actively participating, it is not sufficient to log in and view the course. The student must be submitting work as described in the Course Syllabus. The Professor (me in this case obviously) has no control over these rules and you must meet them or be removed from the course. I have tried to make it easy for you by creating the Brief Introduction that takes just a few minutes to complete and would be similar to what occurs in almost every face-to-face course as you "go-around-the-room" and tell those with whom you will share the class who you are and a little something about yourself.

The Census Date is vital to you so be sure that you have not only **JUST** logged-in but have actively participated in some assignment for credit (my Brief Introduction for example) to avoid being Administratively DROPPED from the course. Remember, I am not dropping anyone, this is done by the University for anyone who does not complete a graded assignment by the posted Census Date. For SUMMER 2022, Attendance in Online classes **REQUIRES** the completion of an Assignment such as the Introduction Discussion Forum, etc. **NO Later than 01 JUNE 2022 and prior to 2359/11:59p.m on that date.** REMEMBER---Simply logging into Blackboard, WBUonline, the Course Webpage or any other contact such as an E-Mail to your Professor is NOT accepted by either the WBU Administration nor the State of Texas as “attendance,” and will not count as “participation.” You Have Been Warned!!

University Policies

Statement on Plagiarism and Academic Dishonesty: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

Disability Statement: In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Director of Counseling, Career and Disability Services serves as the coordinator of students with disability and should be contacted concerning accommodation request at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

Accessibility issues with content in WBUonline courses or in Blackboard should be addressed to the WBU accessibility coordinator, Dr. Trish Ritschel-Trifilo, trifilot@wbu.edu or call (806) 291-3745.

Student Grade Appeals: Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.

[WBU Catalog](#)

Course Requirements and Grading Criteria

The course is based on reading from the two books listed in the Required Textbook section, in addition to 4-6 brief articles which contain key material covering some of the people, events, or themes being explored in the broad-based texts by historians, Gary Anderson and Paul Carlson. Based upon the assigned readings and exploration, students will take Mid-Term and Final Exams, submit 2 Discussions each of which are divided into two (2) separate parts, followed by a short Reflection Essay due at the end of the term. Finally, WBU mandates that all students complete Pre/Post-Tests. The Pre-Test is open during the first week of the class, with the Post-Test open during the last four days of the term. These are required by WBU, and **BOTH** must be completed to earn credit for the assignment. The point system for each submission is explained below:

EXAMS:

Students must complete two (2) Non- Proctored Exams taken online and comprising a total of 40% of your course grade (20% for each Exam). You may use the books or other assigned readings to answer the questions---but **NO** Outside material from Online sources is allowed for these Exams unless specifically stated/approved by DR J.

The Exams are given as a Mid-Term and Final and must be written using the standard scholarly format for Historians in the Turabian style. Each one should include:

A Formal Cover Sheet with the Assignment Title, ie. Mid-Term Exam that is centered on the page, followed by the Class Name and Number, my full professional title (Dr. James Powell), then Your full Professional name and title since I do realize some of you already possess advanced degrees or military rank etc., finally the Due Date for the submission. Check the Turabian Manual to see how these appear and expect to use this format for all historical scholarship and most other academic work.

Each Test will consist of two (2) Short Answer responses of 150-200-words, not including the footnotes. The key to these, as you probably know, is to provide the **Who, What, When, Where**, and most importantly, **Why** the subject is significant. You need to provide footnotes for each Short Answer posting and be sure to keep them labeled and numbered separately. Meaning, restart your footnotes with the

numeral 1 (One) for each answer. Next you MUST submit one (1) Essay using the appropriate scholarly form, including full citations (restarting with the numeral 1 footnote) and a Bibliography written in the Turabian style. The Essay section should be at least 300-words in length. Again, be careful to separate your footnotes, and Bibliographic posts by answer---meaning you will actually have 3-footnote sections--with footnotes provided for each Short Answer and one (1) for your Essay response. The separate Bibliographic portion is also divided into 3-parts using a Header for each one submitted in bold font and centered on the page. There should be a Header for the appropriate answer posting, meaning one for each of the two Short Answers and the 3rd for your single Essay. The easiest way to do this is to put your footnotes below the appropriate Short Answer and then beneath the Essay when you complete them---then create the Bibliography at the end of the entire assignment separated from the answers using a bold font header (centered) to begin the Bibliography Page, then you may segment your Bibliography using the Headers with the terms: Short Answer and Essay with the necessary works listed in Bibliographic form beneath each of the two Short Answer headers, and the other for the Essay Header.

The two Exams are pre-set to open at 1200 Hours (12:00-Noon) CDT on the established date and will remain available to work on over the four (4) day testing window **depending** on the Calendar. The Exam will close automatically at 2355/11:55 p.m. (just before Midnight) Central Daylight Time on the scheduled last day for that particular test. This format allows students approximately **84 hours over a four (4) day window** to work on each of these two major Exams. There is no set-time limit for you to complete the Test once you open it, other than the obvious 4-day Testing Window. Be sure that you have guaranteed yourself enough time with no distractions to work on the Exams and be sure to remember that you MUST submit your test through the **SafeAssign Tool** only ONCE---so do not send it through for an assessment. Think of it as submitting a final draft of the exam when you are done, or the time is up. I also strongly urge you to avoid doing any work on the Exams if there is severe weather near you, or if your region faces the dreaded "rolling blackouts" due to power shortages. The loss of your power or Internet connection could easily delete the Exam prior to your submission through **SafeAssign** which is something that I am not able to fix. Remember, each of these major Exams is worth 20% of your class average---or a total of 40% for the two combined grades.

WBU requires that all Mid-Term and Final Exam submissions MUST be sent through the SafeAssign tool and checked for plagiarism. **This course requires a SafeAssign score of 20% or less for any Non-Proctored Assignment to be accepted.** A rating of 40% or greater reflects blatant plagiarism, meaning a student relied upon someone else for almost one-half of their work. Another mistake that is often made regarding plagiarism is what is known as "Cobbling." This is where someone strings together either the ideas of---or actual quotes from---another person's work. Even if you provide citations for all of it---the writer has still committed a form of plagiarism. It is very easy to do this---so be cautious. Your work needs to be original---not just a re-worded repetition of what is already out in the literature. Experience reveals that reading things out-loud prior to posting helps avoid not only grammatical errors---but to expose those instances when the work of some other scholar was used inadvertently. Hearing the words as they are read often leads to a sense that "I have heard that somewhere before" and this is the infamous "Cobbling" form of plagiarism.

BE FOREWARNED ---The current version of SafeAssign will only accept .doc, .docx, and .pdf files at sizes of 10 MB or less. No Google or Apple documents are accepted by the Blackboard Tool (save as a pdf). **ALSO**---The SafeAssign Link allows only **ONE upload attempt so your EXAM must be created and SENT as ONE complete document (including a Cover Sheet, Exam and Bibliography all together) using the SafeAssign Link!** REMEMBER, once you hit that "Submit" button to upload and send your Exam, there is

no going back -- so please, please double-check yourself and be certain you have selected the correct file format prior to sending your Exam! Students needing assistance saving or uploading their Exam on the SafeAssign Link should contact the WBUonline Help Desk PRIOR to making their one attempt with the provided link on the left-hand menu on the Course Webpage.

Discussions:

WBU requires that students participate interactively on a regular basis during the course. I have opted to have everyone engage in Two (2) separate Discussions that are each divided into two-parts---with each two-part Discussion totaling 20% of your class average. Each Discussion is divided into a Long Answer section which is valued at 13% and followed by the 2nd part known as the Commentary valued at 7% of the assignment. The question choices for each of the Long Answers for the Discussions will be posted under the **Discussion Forum Link** on the left-side Toolbar and be selected from the readings assigned up to that portion of the course. Note: you will need to scroll further down on the page as the course progresses to find the newest assignment to open as more material accumulates. There will be One (1) Discussion assignment prior to taking the Mid-Term Exam, and the Second will cover material read for the Final Exam.

Remember, each person will provide Two (2) submissions for each of the listed Discussions. The first part submitted **MUST** be your "Long Answer" posting (recall worth 13%) so that each of you has the maximum selection to choose from when creating the 2nd part, or the Commentary (worth 7%). Your Long Answer posts should be, **approximately 250-300 words in-length** and written in a thoughtful, in-depth format using the formal rules of grammar and scholarship, including a Cover Sheet, footnotes and a Bibliography. The rules for answering Discussion questions are located at the top of the **Discussion Forum** and in the Discussion Rules (under the **Course Info** Link then to Course Policies). This is part-one of your Discussion response.

Next you must select a Long Answer post that interests you written by one of your classmates. After a careful reading, submit a "Commentary" on their work that is about **150-200-words long**. This post also requires footnotes, likely addressing something specific found in the answer you are critiquing. Remember the rules of civility apply, and that your own Long Answer post will probably be chosen for assessment by someone too---so the "Do Unto Others" rule really applies on this one. Make the analysis of your classmate's Long Answer thoughtful and placed in the proper context of this class. The idea here is to learn from each other as we would if sitting in the same classroom and sharing the learning experience in that fashion. These exercises also help you practice the art of assessing both the writing and the research of others which becomes more critical as you advance in your education in any field of study.

The window for all Long Answer posts on both Discussion assignments will open on a Friday at 0800 (8:00 am) Central Daylight Time and remain open for six (6) days, closing at 2355 (11:55 pm) Central Daylight Time on the following Wednesday. The dates for these are listed under the **Course Schedule** Link on the Toolbar. Recall how the two-part Discussion works. Your own Long Answer (worth 13%) is due No Later than 2355/11:55pm and your Commentary (worth 7%) of a classmate's Long Answer posting is due within 24-hours after the Long Answer window closes---so the next night just before Midnight. In total, each Discussion is worth 20% and combined both 2-part Discussion Assignments account for 40% of your Final Course Average.

Reflection Essay:

This assignment is based upon your "reflection" about the reading and scholarly exchanges that occurred during the course. This is the reason the assignment is the last one before taking the Final Exam. The key idea is for you to present, in written form, your ideas regarding how the group of human beings we call "The Plains Indians" were shaped during the readings you covered over this term. You may choose for example, about the why the Federal Government had to use (and still does) the legal document known as a "Treaty" when dealing with the Native peoples of the Great Plains. In one case, the United States promised a group of Northern Plains Indians that a large region which includes the Black Hills (where Mount Rushmore was carved) would belong to that Tribe "for as long as the grass grows and the rivers flow...." However, once gold was discovered in those same Black Hills, the Federal Government funded the construction of a railroad spur into the region and sent the U.S. Army there to crush the Indian resistance despite having pledged to use those same troopers to prevent any white-Americans from entering that religiously sacred place. Or, look at how the interaction between Anglo-Americans who migrated westward, inadvertently (with the exception of some Whites who used smallpox as a weapon early in the 1800s) exposed the Plains Indians to several diseases which led to massive loss of life into the late 19th Century. Think about how the COVID-19 Pandemic impacted all of us over the past 18-months and then reflect on how diseases like smallpox, influenza, cholera and other "crowd diseases" devastated the Native Americans when Americans accidentally unleashed them on people with no natural immunity to them. Equally devastating to the Plains tribes was the arrival of both cattle and the railroad, which led to the slaughter of the two great herds of North American Bison which had roamed the Prairie for centuries. The herds were separated by the Platte River which bisects today's Nebraska. The cattlemen and later railroad owners hired so-called "hunters" to wipe-out the bison, with rail companies offering tours in which shooters could recline in comfortable chairs on flat-cars as the train moved slowly across the Plains allowing the paying customer to shoot as many animals per day as they wished. Initially the hides were taken, although the meat was left to rot, but soon even the hides were left and the bison herds which began at roughly 15-million head (yes that number is correct) soon ended at less than 1,000 living animals. No kidding. Teddy Roosevelt and others like John Muir to name a few battled to save the species which have rebounded in our lifetime. But imagine the impact of this loss on the Plains tribes who used the Bison as not just a food source, but for all aspects of cultural life. When they were gone, what possible substitute could there be for them? I suspect you are getting the idea the Plains Indians suffered massive and irreparable destruction of their entire way of life. If you lived in some parts of Texas this past Winter and experienced the power outages, then you can visualize what the sudden loss of your primary way of living could do to you and your family. Even now, with cargo ships stuck in what are called the "Roads" offshore of America's busiest ports and unable to be either unloaded or reloaded to ship our goods abroad for sale is hurting each of us. Your Reflection Essay should be based upon those kinds of themes, and be at least 350-words, written in the Turabian scholarly format with a Cover Sheet, clear theme, narrative and conclusion, while being supported with footnotes and capped with a Bibliography of sources you consulted. This submission is worth another 20% of your average, and the Due Date and Time is listed on the **Course Schedule** page found on the left-side toolbar.

PRE/POST-TESTS:

The WBU History Department now requires that all students complete both a Pre-Test and Post-Test assignment to assess their knowledge of history. The dates for these are found under the *Course Schedule* Link, and the actual Quizzes are found under the *Exams* Link. Remember, students **MUST complete BOTH** to earn the 100 points or 10% of their Final Course Grade for this Assignment. Completing only **ONE** will earn ZERO points.

The Pre- and Post-Test are participation ONLY credit – meaning your actual score on the Quiz is not important – it is your participation in BOTH the Pre and Post Tests that earn the 100 points and 10% of the Final Course Grade. However, everyone should attempt to do their best on these Tests to provide the clearest results for the History Department, which is engaged in the larger effort to improve the quality of social studies education in America. Most educational reform efforts over the past several decades have focused upon STEM areas, but this has led to a significant decrease in vital knowledge about social studies in a rapidly changing (and often very hostile) world. This is particularly important for the post-9/11 generation and a baseline understanding of what a bright College Freshman knows or learns over a term is essential for proper improvements to be made.

METHOD OF DETERMINING COURSE GRADE:

Course grades will be determined by the student's total accumulated average. As stated, the TWO (2) major Exams (the Mid-Term and Final) comprise a total of 40% of your course grade, the TWO (2) Discussions (divided into 2-parts in each one) are another 40% of your average (20% for each Discussion), and the Reflection Essay completes the last 20% of your graded assignments. The WBU mandated Pre-and-Post-Tests of which BOTH MUST be completed are REQUIRED and will offer you 10-points added to your lowest grade from a course assignment.

There are NO Make-Ups offered--so Please Do Not Ask--but completing the Pre-and-Post Tests will result in the addition of 10-points to your lowest score. Consider this Syllabus as a Contract between the student and professor and alterations are not allowed. I have made every effort to help busy students succeed and have found during my 3-decades of University teaching that Make-Up assignments are just more work for an already over-stressed individual who is behind in not just my class---but usually others as well. Trying to do academically rigorous Make-Up assignments while keeping up with current projects adds more strain since those Due Dates just keep coming. I have opted to limit the number of assignments, spreading them out as much as WBU's NEW 8-week terms will allow (I am one of the old geezers who earned my 4 degrees in long 16-week semesters). I hope that helps explain why there are no Make-Ups--Cool?

To view your Grades, click on the "My Grades" Link within the Course Webpage. Manually calculate your Grade or Current Average using the Course Syllabus and/or see the "Need Your Average?" Link for assistance.

Mid-Term and Final Exams	40% (20% each)
Discussion Posts (2 parts for each)	40% (20% each)
Reflection Essay	20%
Pre and Post Test (BOTH MUST be completed for credit)	10-Points added to your lowest grade

The University has a standard grade scale:

A = 90-100, B = 80-89, C = 70-79, D = 60-69, F= below 60, W = Withdrawal, WP = withdrew passing, WF = withdrew failing, I = incomplete. An incomplete may be given within the last two weeks of a long term, within the last week of an 8-week session, or within the last two days of a microterm to a student who is passing, but has not completed a term paper, examination, or other required work for reasons beyond the student's control. A grade of "incomplete" is changed if the work required is completed prior to the last day of the next long 16-week term or 8-week session, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the I is converted to an F.

Tentative Schedule

See below.

Additional Information

Course Description: The course will cover the rise of the Plains Indian culture, following its evolution from small bands of 20-30 people who walked the vast Prairie into the horse-mounted and more war-like tribes numbering in the hundreds that are familiar in Hollywood movies. It was these tribal groups who were suddenly confronted with the arrival of Anglo-Americans from the East who, while initially passing through on the Oregon Trail, soon began to stay as miners, cattlemen, and farmers, all of which was made possible by the railroads. The last part of the course will focus on the consequences of the need by those like cattlemen, farmers and the railroads to destroy the buffalo, and thus the Plains Indian way of life, along with the Federal governments flexible Reservation Policy, which granted tribes large areas to use as they chose, into smaller tribal holdings with fixed boundaries that limited the ability to hunt the increasingly scarce herds of bison, and the government's decision to allow Anglos access to Indian lands in spite of such promises as the one made to the Lakota Sioux, who were told that the sacred Black Hills were their lands for "as long as the grass grows and the rivers flow"----unless someone discovered Gold in those same Black Hills of course---and then all bets, and Treaties were off!! We conclude with the brief but violent end of Indian resistance from the Ghost Dance to Wounded Knee, and the Indian Revival of the late 20th Century which is surprisingly controversial too. Hollywood television and films are one interesting means to explore this later period of Indian-Anglo interaction with TV shows such as **Longmire** set in the present (and filmed near Santa Fe, NM), **Songs My Brothers Taught Me**, or a very relevant one based on the true story of a woman who went to interview Sitting Bull and they develop a romantic relationship. It is called, **Woman Walks Ahead** starring Jessica Chastain and Michael Grey Eyes. I urge you to watch these when the opportunity arises, and you may use one of these as the basis for your Reflective Essay with my approval.

Participation: Students need to log into the Course Homepage regularly, at minimum of every 48-hours looking at the Announcements Page for updates or alterations to remain informed on any issues that arise. Please check your Course E-Mail within the Course Homepage if you sent me a question to assure that you see my response in a timely manner. You should also watch for any WBU announcement posted for the entire class---which I normally will put up onto the Announcements Page---but hey---you never know and I might forget (-: It is the responsibility of each student to keep track of their assignments and thus it is essential for everyone to have daily access to a computer and a reliable Internet connection to succeed in this course. Technical problems with a Student's computer or Internet provider are not valid excuses to miss Assignments, Exams, or other Due Dates. Students should *plan in advance* to have access to a back-up computer at a family member's home, friend's location, local school, or local city library etc. If a technical problem does occur, students should immediately send an E-Mail to the 24-Hour WBUonline Help Desk, where specialists in this technology can provide help. You must also send a note to your Professor via the Course Homepage explaining the difficulty and the Date, Time and Steps taken to solve the issue. Should the problem not be addressed by the Help Desk, they will provide the Professor with a detailed report of ALL actions taken and the Professor will then decide if the Student can be allowed to complete the work in another fashion.

Instructor's Policy on Academic Dishonesty: Occasionally a few students will attempt to cheat or plagiarize. Students caught will receive a grade of F (0 points) for that assignment. Additionally, such students may receive a grade of F for the Course and may be suspended from the College (penalties which become a permanent part of a penalized student's record and cannot be eliminated by the repeat-option). If you are unsure about the definition of plagiarism, see the links available to Students or visit with your Professor.

Plagiarism includes, but is not limited to:

- downloading a free or purchased paper
- copying an article from the web or electronic database
- translating a foreign web article into English
- copy a paper from a local source
- cobbling -- cutting and pasting to create a paper from several sources (including web sites) even if properly cited
- excessive quoting (more than 20% even if properly cited)
- quoting less than all the words copied
- changing some words but copying whole phrases
- paraphrasing without attribution
- summarizing without attribution
- faking a citation
- recycling work from a previous or current course, whether your own work or another student's work.

Review the Plagiarism Handouts located on the "*Course Info*" Link on the Course Webpage.

Choosing Solid Scholarly Sources for Historical Research: Students often search for additional information about historical events to supplement their understanding of the material in preparation for essays, discussions, and even Graded Quizzes. To correctly interpret historical issues requires an accurate knowledge of the facts, so you can also consult secondary sources such as the work of other historians. Students are, however, **STRONGLY** cautioned to choose these extra sources, particularly Internet sites, with care. Websites, such as Wikipedia or Yahoo, **DO NOT** necessarily contain reliable facts, documentation, or interpretations, and therefore, should not be used in a college course, without other means of corroboration. **NEVER**, cite these websites as official documentation even if you use them for a "Quickie" look at what they say about some topic. Remember that websites like Wikipedia even post disclaimers, informing users that their material may or may not be valid [Wikipedia Disclaimer](http://en.wikipedia.org/wiki/Wikipedia:Disclaimers) (<http://en.wikipedia.org/wiki/Wikipedia:Disclaimers>). Students should, instead, choose sources from the WBU Virtual Library such a History Cooperative, JSTOR, or other refereed journals. For websites, learners should select places where the author can be identified as a scholar, historian, or other knowledgeable person. Such examples would include websites ending in .edu or .org. Websites helpful to students in this course already examined by the Professor are available via the "Web Resources" link through the Course Homepage. **Use of Wikipedia, Yahoo, Twitter, ANY Encyclopedias, Dictionaries, or so-called "Popular History" websites (like History.com or the .net one) or any similar websites as sources for a graduate-level assignment will receive a letter-grade deduction (generally this means a minimum of a 10-point loss) for every infraction. If you are in-doubt write to DR J and ask for confirmation about the scholarly nature of the site/source in question.**

Additional Course Suggestions/Requirements:

- **Skipping is a self-inflicted punishment.** Exams and Due Dates missed may NOT be made up and will result in a zero (0) for the assignment. All written assignments must be turned in on time. Any and all late assignments will be penalized a full letter grade for each 24-hour period they are past due.
- **Computer failures are not excused.** There is a broad window in which you may choose to take your two Tests, but students suffering any technology failure not caused by either Wayland Baptist University or by a system-wide crash such as found in a thunderstorm are not excused---so have a backup site in the event you suffer such a failure---and hit the "Save" button every few minutes while doing your work to be able to salvage most of it in case of disaster. Think of us "old codgers" who had early model computers---and no kidding I kept my physical documents in our Dryer while traveling to try to save them in case of a storm or fire. But way back then---these documents were hard to get---and cost 0.25 cents per page---and I had literally over one-thousand pages of material that are still kept in plastic containers in my attic. So please be sure you continually back-up your assignments, whether it is one of the Exams or your Discussion as you work, so that if a failure occurs you can take a Flash-Drive or whatever with you to your fallback site. Remember, too that the two Exams and Discussions must be submitted electronically through the SafeAssign tool per WBU regulations.
- **Student Responsibilities and Conduct:** "The work you will do in this course is subject to the Student Honor Code. The Honor Code is a commitment to the highest degree of ethical integrity in academic conduct, a commitment that, individually and collectively, the students of Wayland Baptist University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements." The full text of the Student Code of Honor can be found at http://www.wbu.edu/student_life/student_handbook/. All violations of this code will be punished with all the severity permitted by the Code of Student Rights and Responsibilities. Students caught cheating or plagiarizing will be at the very least failed for the entire course.
- Students **MUST** submit all Assignments electronically through the SafeAssign link per the Instructions on the Course Website and no Assignment will be accepted in any other form as mandated by University and Course Syllabus rules.

Etiquette: The study of history is important and deserves respect from both the Professor and from Students. Everyone has an obligation to cultivate an environment for learning that enhances the ability to pursue the shared interest in history. Respect for one another and for their ideas and values are essential for a strong community and for us to interact in the way necessary to fully understand the story of mankind---which is what the study of history is really all about anyway. Respectful students bring a strong work ethic to the course and are expected to log-on to the class regularly, be prepared for each class, and be attentive to discussions and online chats. A shared respect for one another is essential to the academic integrity and a comfortable learning environment. Everyone must do their part to maintain a climate of openness and civility that encourages and honors intellectual achievement. If you need to review the standard for Net Etiquette rules, see the [Netiquette Rules](#) for more information.

Teaching & Learning Strategy: The class is approached as an on-line instruction tool to learn about a historical topic in-depth. The course is designed to be completed during the NEW fast-paced 8-week term. A student should expect to schedule, on average, approximately 20-25 hours per week to accomplish the assignments required in this course and reading material of 200-300 pages per week. It is recommended for the student to block out time in your day planner every day for completing reading, reviewing Internet sources, and course work, just as you would do if you were on campus. Remember, it

is an upper-division course, and without a face-to-face environment, you shoulder a heavier burden. But I am always here to help.

This course stresses interaction between the students emphasizing their ability to teach themselves in a form known as the Socratic Method. The class is designed with textbook readings and supportive readings and primary documents on Internet sites to support the historical material. Students should view and/or print off the class syllabus and calendar regularly to keep track of assignments. In addition, students should regularly check their course e-mail for notices about any changes in the course or content materials. Participation in this course is crucial to success.

Since this course is offered as an online class, individualized learning is the key. Your ability to read the assigned material and learn on your own to identify major theses and link material together into a comprehensive understanding. Doctor Powell is available by email, and chat room to discuss in-depth any material you do not understand or struggle with, but the burden of learning falls primarily upon the individual student.

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Where do I Begin?: Go to the Course Webpage on WBUonline (Blackboard) and select the "*Course Info*" Link:

- Print out/or save a copy of the Course Syllabus for the Term to keep handy for referral.
- Print out the Course Schedule from the "*Course Schedule*" Link and post somewhere prominent. Put the dates in your smart phone calendar.
- Review and be familiar with ALL Course Policies and Graded Assignments.

****Changes or adjustments in Course Material, Course Schedule, or other parts of this Course Syllabus may ONLY be made during the Term if extraordinary circumstances warrant.**

Are there Proctored Exams or not?: No proctor is necessary as all Exams are completed Online. Tests are scheduled on the calendar to begin at 1200/12:00 p.m. Noon on the date listed (usually Friday) and ending at 2355/11:55 p.m. Midnight (usually Monday) per the calendar. Some general thoughts on taking these Online Exams are in order. First, read the Instructions carefully. I have had students who overlooked the requirements by failing to read the Instructions on the Exams and thus devastated their grade. Next, you must treat this as if it was being taken in a classroom setting, with no outside support being used. I do not mind if you refer to the textbooks or any of your notes or research but avoid trying to "look-up" the answers and be especially WARY of plagiarizing what you are reading from the books as you take an Exam. That is really easy to do, so take your time, think through the question, glance at anything you need to refresh in your memory, and then calmly sit down and type a response that addresses each item that is mentioned in the original question. Let the questions guide your answers is another way to think of it. NEVER, try to take an Exam if Thunderstorms are in the area or if you are expecting company or might have any other distraction enter into the "quiet zone" you have set up for this Exam. For your own sake, I would not answer your door, turn off all telephones, banish your spouse, children or significant others while testing, and focus entirely upon the Exam so that you will submit your best work.

Submission of ALL Assignments: Students **MUST** submit ALL Assignments and Exams/Quizzes electronically per the appropriate Instructions on the Course Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Requirements – Have a Back-up Plan: Regular log-on is required for satisfactory achievement. Therefore, it is the responsibility of the student to keep track of their assignments. Students must have regular access to a computer and a reliable Internet connection to enroll in this course. I repeat, these are minimum requirements for all students in every online course. Technical problems *are not* an excuse to miss a posted Graded Exam or other assignment Due Date. Students should plan ahead to have all work submitted earlier than the last Due Date in the event of a computer malfunction or other disruption and everyone should also have access to a back-up -- a computer at a family member's home, friend's location, local school, local city library, tablet or smart phone with the Bb App -- to meet all assignment dates. It is strongly recommended to download the [Student Blackboard Mobile App](#) for your Smart Phone or tablet to access the Course when Wi-fi is down, Internet is unavailable, a computer crashes, students are not a home, etc. Many learners use this App to successfully interact in the Course as well as upload and/or complete Assignments. This is one of the trade-offs for the convenience of a Virtual class. When technical problems occur, students need to contact the [WBUonline Help Desk](#) for assistance immediately. They are open 24/7 via Chat, E-mail or by telephone.

COURSE SCHEDULE -- HIST 3379X Great Plains Indians – Summer 2022:

Assignments: Unless otherwise noted, all assignments are due before 11:59 p.m. (just prior to Midnight) Central Time (CT) on the final date listed. All dates refer to the 2022 Calendar Year and all times refer to the appropriate seasonal CT (Central Time). Students **MUST** submit all Assignments electronically per the appropriate Instructions on the Course Syllabus/Website and no Assignments will be accepted in any other form as mandated by University and Course Syllabus rules.

Computer Problems? Contact the WBUonline Help Desk immediately, available 24/7. Technical problems are not an excuse to miss a posted Assignment Due Date. Turn in assignments early and/or have backup plan.

Date (Start of the Week)	Week/Topics	Reading Assignment	Dates of Exams	Dates of Discussion Board	Date of Reflection Essay
5/30	Introduction/ General Information	Purchase/Access Textbook. BEGIN with the <i>Course Info</i> page and familiarize yourself with the Course Syllabus, Assignments, Policies, etc.	Exams are Available on the "Exams" link Pre- and Post- Tests are Available on the "Exams" link	Locate Questions & Post Entries on the "Discussion Forum" link NOTE the TWO Separate Open/Due Dates Below on Discussion Boards.	Essay Instructions are Available on the "Reflection Essay" link SafeAssign Upload link is available on the "Reflection Essay" page.
5/30	Week 1	<i>Textbook</i>	PRE-TEST	Introduction	The

	The People and the Plains; First Arrivals	(Textbook refers to <i>The Plains Indians</i> by Carlson) Textbook (<i>Plains Indians</i>) -- Preface, Chapters 1 & 2 --Additional Assigned Reading for Part I	5/30 - 6/6 DUE NO LATER than Monday 6 June 2022	Forum DUE 6/1 Participation is REQUIRED by 6/1/22 to avoid being administratively dropped from the course.	articles/essays will be posted on the "Additional Assigned Readings" Link/Page -- available from the left-hand menu toolbar and see below.
6/5	Week 2 Horse & Bison Culture; Economy & Material Culture	Textbook -- Chapters 3 & 4	PRE-TEST DUE NO LATER than Monday 6 June 2022	No Discussion Due	
6/12	Week 3 Social Organization; Society & Social Conventions; Ceremony & Belief Systems	Textbook -- Chapters 5-7 --Additional Assigned Reading for Part I Be sure you have completed all reading before Discussion One and the Mid-Term Exam	No Exam Due	Discussion Forum One (1) Opens Friday 6/17 <i>Individual Long Post</i> DUE Weds. 6/22/22 <i>Long Answer Post</i> DUE NO LATER than Weds. 22 June 2022 by 2355 or 11:55 pm CDT	
6/19	Week 4	Textbook -- Chapters 1-7; --Additional Assigned Reading for Part I Be sure you have completed all reading before the Mid-Term Exam	Mid-Term Exam 6/24 - 6/27 Mid-Term Exam (First Exam) Due anytime between: Friday 24 June 2022 to Monday 27 June 2022 but DUE NO LATER than 2355 or 11:55 pm Central Daylight Time on MONDAY 27 June 2022	Discussion Forum One (1) <i>Long Answer Post</i> DUE NO LATER than Weds. 22 June 2022 by 2355 or 11:55 pm CDT One <i>Commentary Post</i> DUE NO LATER than Thurs. 23 June 2022 by 2355 or 11:55 pm CDT	

6/26	Week 5 Trade & Diplomacy; War & Peace	Textbook -- Chapters 8-9 --Additional Assigned Reading for Part 2	Mid-Term Exam DUE NO LATER than MONDAY 27 June 2022	No Discussion Due	
7/3	Week 6 Reservation Life; The Twentieth Century"	Textbook -- Chapters 10 and Epilogue <i>Sitting Bull</i> (Read all of the book) --Additional Assigned Reading for Part 2 Be sure you have completed all reading before the Discussion Two and the Final Exam.	No Exam Due	Discussion Forum Two (2) Opens Friday 8 July 2022 <i>Individual Long Post DUE Weds.</i> 7/13/22 <i>Long Answer Post DUE NO LATER</i> than Weds. 13 July 2022 by 2355 or 11:55 pm CDT	
7/10	Week 7	Textbook -- Chapters 8-10 and <i>Sitting Bull</i> . --Additional Assigned Reading for Part 2 Be sure you have completed all reading before the Final Exam.	Final Exam 7/15 - 7/18 Final Exam Due anytime between: Friday 15 July 2022 to Monday 18 July 2022 but DUE NO LATER than Monday 18 July 2022 before 2355 or 11:55 p.m. CDT POST-TEST 7/15 - 7/18	Discussion Forum Two (2) <i>Long Answer Post DUE NO LATER</i> than Weds. 13 July 2022 by 2355 or 11:55 pm CDT One <i>Commentary</i> Post DUE NO LATER than Thurs. 14 July 2022 by 2355 or 11:55 pm CDT	The Reflection Essay is DUE NO LATER than Friday 22 July 2021 by 2355/11:55 pm CDT
7/15	Last Day to Drop	Please visit with an Adviser before dropping course.	--	--	
7/17	Week 8	Complete the Final Exam and Post-Test	Final Exam DUE NO LATER than Monday 18 July 2022 before	No Discussion Due	The Reflection Essay is DUE NO LATER than Friday 22 July

		Complete the Reflection Essay	2355 or 11:55 p.m. CDT POST-TEST DUE NO LATER than DUE NO LATER than Monday 18 July 2022 before 2355 or 11:55 p.m. CDT		2022 by 2355/11:55 pm CDT
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READINGS FOR HIST 3379x Great Plains Indians

I have essentially created two classes for the reading, divided by Discussion 1 and Mid-Term Exam so you can set your own pace for the readings. You can and should make notes in the margins and use note cards or whatever in preparation for Discussion 1 and the Mid-Term. The same will apply to the readings for Discussion 2 and the Final.

NOTE: The articles/essays will be posted on the "Additional Assigned Readings" Link/Page -- available from the left-hand menu toolbar.

Readings for PART ONE -- Complete prior to Discussion 1 and Mid-Term Exam at your own pace.

--*Plains Indians* by Carlson; Chapters 1-7

ARTICLES & PRIMARY DOCUMENTS posted online:

--*The Western Comanche Trade Center: Rethinking the Plains Indian Trade System* by Pekka Hämmäläinen

--*Dakota Sioux Uprising* by Gary Clayton Anderson

Readings for PART TWO -- Complete prior to Discussion 2 and Final Exam at your own pace.

--*Plains Indians* by Carlson; Chapters 8-10 and Epilogue

--*Sitting Bull and the Paradox of Lakota Nation* by Gary C. Anderson

ARTICLES & PRIMARY DOCUMENTS posted online:

--The General Allotment Act (Dawes Act), 1887

--Cherokee Delegates Defend Their Land and Institutions, 1895

--*Ojibwe Children and Boarding Schools* by Brenda Child (Ojibwe)

--*The Roots of Contemporary Native American Activism* by Troy R. Johnson